

Fall 10-5-2019

## Lesson Plan, Social Studies, 4th Grade

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## Lesson Plan

District: **BISD**

School/Campus: **Hudson elementary**

Teacher: **N. Latigo**

Date: **10/5/19**

Subject and grade level: **Social studies 4<sup>th</sup>**

Materials:

**Textbook; studies weekly article "we Texas", elmo, videos, graphic organizers**

TEKS (Texas Essential Knowledge and Skills):

**History- Native Americans of Texas**

**4.1= A. Origins**

Lesson objective(s):

- 1. TLW explain and understand the possible origins of American Indian groups in Texas+ North America.**
- 2.**
- 3.**

Differentiation strategies to meet diverse learner needs:

**Partially filled graphic organizers/outlines**

**Assign a specific native American group + have students Produce a pamphlet on a poster.**

#### ENGAGEMENT

- Describe how you will use place-based and/or culturally relevant pedagogies to promote student engagement?
- What kind of questions should the students ask themselves after the engagement?

**Activate stds' prior knowledge via videos, class discussion.**

**Vocabulary words + visuals**

**-What have I learned?**

**-Why is this important to me?**

**-How will this information in my continued learning**

#### EXPLORATION

- Describe what place-based hands-on activities you could use to encourage students to engage the content.
- List "big idea" conceptual questions related to the content you can use to encourage students' exploration of the lesson.

**-Develop a questionnaire where student can interview parents in reference to their origins**

**-Have a guest speaker**

**Big idea? Why is it important to know where I come from? Who are my ancestors?**

#### EXPLANATION

- What questions could you pose to students before you precede to introduce the topic, themes or key terms?
- What questions or techniques will you use to help students connect their own knowledge to the main topic and/or key concepts under examination?
- List higher order thinking questions you could use to solicit participation and engage students in discussion and provide their own interpretations.

**-Do you know where you come from?**

**-Do you know any family history about your family?**

**-Use of video/book readings, family trees**

**-Do you think we come or are related to a native American group? Yes/no why? What is your evidence?**

#### ELABORATION

- Describe how students will develop a more sophisticated understanding of the topics, themes or key concepts.
- What vocabulary will be introduced and how will it connect to students' observations and/or personal knowledge?
- How will this knowledge be applied in their daily lives?

**-By giving a presentation about their family origins**

**-Ancestors, native American, regions, language, clothes, food, hunting, techniques, tools+artifacts**

**-By being exposed to different foods, music, history, storytelling, myths, legends, poetry**



## Lesson Plan

### EVALUATION

- How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson.

**Students will have a journal throughout the unit so they can reflect on what they are learning and the importance of knowing where we come from as well as answering questions made by teachers and share with the class.**